



## Week 5: Reflection

### Part 1: Site-Based Decision-Making

At the campus level, site-based decision making (SBDM) is a collaborative effort among professional staff, parents, and community members to improve student achievement by addressing the outcomes of all students and determining goals and strategies to ensure improvement. Under state law, the Site-Based Decision-Making Committee establishes and reviews campus educational plans, goals, performance objectives, and major classroom instructional programs.

Prior to completing this assignment, you will conduct two interviews—one with a member of the Site-Based Decision-Making Committee at your selected campus and the other with the campus principal. Your interview questions should address:

- The committee's makeup
- The use of formal agendas
- Topics typically discussed
- Level of perceived teamwork (group dynamics)
- Specific decision-making strategies
- Conflict-resolution techniques

### Part 2: Next Steps

As we stressed in this course, campus improvement is an ongoing, continuous process. When a campus receives its summative data reports, then the improvement cycle should begin again immediately.

In your second reflection, you will reflect on the action plan you developed earlier. Use the following scenario to think about your action plan and how you can move that plan to another level.

“Move forward in time to the end of the school year. Imagine that you and your staff implemented the action plan, which resulted in increased student performance on the latest Academic Excellence Indicator System (AEIS) reports. Your campus has moved a step closer to becoming Exemplary, and you want to maintain the momentum. What will you do now?”

### Directions

1. Record your reflection in the form of two 150-word essays.
2. Use the guiding questions in each section to stimulate your thinking and guide your writing.
3. Write reflectively instead of in a question-and-answer style, and follow the guidelines for writing listed in each section.
4. Be very specific in outlining your next steps. Use bullets.

## Rubric

Use this rubric to guide your work.

(ELCC 2.1a;2.2a,b,c;2.3a,b,c;3.1a;3.2 a,b;4.1a)

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Reflection</b>	Completes both reflection assignment s using a minimum of 150 words in each reflection. Includes APA citations from the research and professional language. <b>(10 points)</b>	Completes both reflections assignment using fewer than 150 words in each reflection. Lacks citations from the research. <b>(8 points)</b>	Completes one reflection assignment using a minimum of 150 words. <b>(7 points)</b>	Did not submit reflection assignment. <b>(0 points)</b>
<b>Responses and Mechanics</b>	Few errors in grammar, spelling or punctuation. <b>(5 points)</b>			Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. <b>(0 points)</b>

### Reflection One: Site-Based Decision-Making

Remember, this is a journal entry. However, as with any scholarly writing, you should use:

- citations from the research when applicable.
- professional writing protocols.
- professional language.

- What important information did you obtain about site-based decision making from your interviews with the SBDM member? The campus principal?
- What information from the interviews aligned with your understandings of site-based decision making?
- What surprised you about the information that was shared?

Type your response in the space below.

To understand the site-based decision making committee I interviewed Dr. Lynda Carter, principal of University Park Elementary and Ron Smith who is the representative of Highland Park's central office administration and formerly known as the districts administrator of technical services. Dr. Carter (personal communication, June 24, 2011) stated that our site-based decision making committee is known locally as CLC (Campus Leadership Council) and meets a minimum of four times a year. The members of the committee include the principal, a teacher representative from each grade level, one para-professional, two PTA representatives, two Dad's Club representatives, Building and Grounds representative, a principal appointed member, one community member, and a central office administration representative. As Richardson (2005) stated, "Success never relies on one person" (pg. 35).

I talked with Ron Smith (personal communication, June 24, 2011) because he has been on several district CLC teams and I wanted him to compare how our school runs compared to other schools. Mr. Smith was very open in expressing that the only differences he found were the topics covered. He was at one school when they were going through local bond issues so the main topics of discussion for them dealt with the bond. I asked him if he ever observed any disagreements on any of the committees he has served on in our district. Ron Smith was very honest in his reply that our district has parents who want the best for their children and work to ensure that the proper enhancements are in place that he has never encountered any disagreements.

Overall the committee is a way to enhance relationships between the school and the community in a positive manner. The site based decision making occurs with a detailed agenda and all notes taken by the secretary are posted on the campus website so anyone has the opportunity to read about the topics discussed.

Richardson, M. (2005). Consensus leadership. *Principal Leadership*, 64(4), 32-35.

### Reflection Two: Next Steps

Remember, this is a journal entry. However, as with any scholarly writing, you should use:

- citations from the research when applicable.
- professional writing protocols.
- professional language.

• **Think about your action plan from the Application assignment. What have you learned in this course about the continuous campus improvement cycle that will dictate your next steps?**

• **What will be your next steps in the continuous improvement process? How will you carry the action plan forward and maintain momentum? Outline and reflect on your next steps in this process.**

Type your response in the space below.

I learned in this course is that campus improvement is ongoing. We never reach a goal and stop. "This is why we teach and lead. Improvement, after all, is essentially learning" (Elmore, 2007, pg. 3). We must continue to find areas to address so that improvement is a true cycle; one that never stops but is always ongoing.

Formative assessments is another area that needs to be addressed while working through action plans and for continuous improvement. My campus will need to disaggregate the formative assessments we use with out students. For continued growth we need to create effective campus learning communities to effect change and create an atmosphere of success for all students.

Often schools go through a period where they feel like they are not making any growth. We need to take those times and consider them appropriate to development. "Evidence that our best efforts are not producing what we want them to produce is feedback. The evidence is trying to tell us something about what we are doing and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next" (Elmore, 2007, pg. 3) We take formative assessments and investigate if the goals set need to be modified or completely changed. Consensus is an important area to consider so that one team does not overpower the whole group.

The next stages of improvement:

- Continued professional development
- Utilizing differentiation
- Continuously revisiting goals to possibly update or revise
- Utilizaiton of formative assessments not just summative assessments are extremely important for true measurement of goals.

Elmore, R.F., & City, E. A. (2007). The road to school improvement. *Harvard Education Letter*, 23(3), 1-3.

Richardson, M. (2005). Consensus leadership. *Principal Leadership*, 64(4), 32-35.

**E-portfolio assignments:**

**At the end of this course, you should have completed the following Course-Embedded Internship Logs:**

- I-001 Vision and Campus Culture” Course-Embedded Internship Log 2
- II-004 Curriculum, Measurement, and Alignment of Resources” Course-Embedded Internship Log 1
- II-007 Decision Making and Problem Solving” Course-Embedded Internship Log 2
- III-008 Budgeting, Resources Allocation, and Financial Management” Course-Embedded Internship Log 2
- I-003 Integrity and Ethics“ Course-Embedded Internship Log 1

Continue to complete and post Campus-supervised internship reflection logs in the e-portfolio.

**All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.**